

Architecture

Teacher Resource

The 8 week Creative Briefs are designed to stimulate real-world thinking and will be supported by a short film/Q&As with the industry professionals who set them. The briefs and accompanying interactive sessions are designed to be delivered remotely and in-line with expected Covid restrictions, with the schools' involvement being supported by Babylon ARTS.

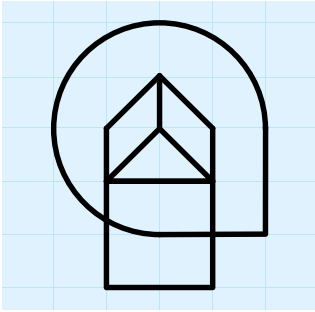
The students will be expected to do 2 hours per week on this project, totalling 16 hours. 8 hours will be delivered in 1-hour lesson times, with the remaining 8 hours being set as homework. The student's response to the Creative Brief should take up 12 of the 16 hours of this project. The other 4 hours will include some time spent by the students researching the particular creative industry sector they are interested in.

Brief Setter: David Carmichael, Architect and Director at Lyster Grillet & Harding Ltd.

Lyster Grillet & Harding Ltd are a Chartered RIBA Architects practice based in central Cambridge. Established in 1956, the practice has a long track record of designing a diverse range of building types including schools, further education, research and development, private and social housing, pubs and sports and leisure facilities.

With a particular specialism in education building design, David Carmichael and his colleagues at Lyster Grillet & Harding are passionate about school building design and have assisted many of their clients in realising high quality, exciting and inspirational, yet cost effective school building projects.





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Brief Title: Conceptual House Design

Please refer to the written Creative Brief for details.

Accompanying resources provided:

- A written version of the Creative Brief, aimed at the students (digital resource).
- A filmed version of the Creative Brief, aimed at the students (digital resource).
- A printed student workbook will be posted to your school, for each student to fill out throughout the project. *Please specify the number of workbooks that you will require.*
- Creative Career portfolios for each sub-sector, of which there are 12 (digital resources). *Please decide if you would like the students to all look into one creative sub-sector, or if they can research this individually.*
- The Client's brief (digital resource).

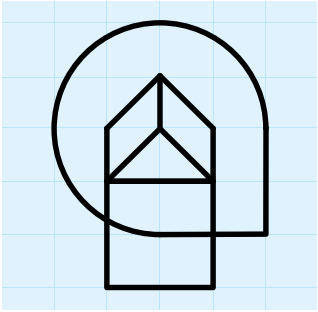
Equipment your class will need to fulfil this Creative Brief:

- Computer access.

Live Webinars:

Live webinars and check-ins with the professional setting the Creative Brief will take place in Weeks 1, 4 & 8.

- **Week 1:** The in-school lesson will involve the setting of the 'Brief'. The setting of the brief will include a film, whereby the professional will provide an insight into their creative career, then set the students their Creative Brief. The class will also join the professional 'live' via Zoom (or similar) for a Q&A following the film. This in total should fill the whole first 1-hour lesson.
- **Week 4:** Live check-in with the professional setting the brief. This will last a maximum of 45-50 minutes, allowing time for the teacher to set homework afterwards. This will be a structured session guided by the professional. This check-in will also provide an opportunity for the students to share their ideas. The teacher is to select 2-3 students to present their ideas and receive feedback from the professional and their peers.
- **Week 8:** Live check-in with the professional who set the brief. This will last a maximum of 45-50 minutes. The teacher is to select a group of 4-6 students to present as a sample from the class, the professional will provide feedback once again. Students in the lesson are also encouraged to give constructive feedback to each other.



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Skills Builder Universal Framework

The **Skills Builder Universal Framework** shows how to build Essential Skills at every stage of life. To learn more about the Skills Builder approach please [click here](#).

We have identified 3 specific Essential Skills that the students will develop whilst they work on and share their responses to the Creative Brief. They are likely to develop other skills too, but for the purposes of this project, we're encouraging you to focus on observing how your students develop the identified skills, over the course of the 8 weeks.

There are 8 Essential Skills included in the Universal Framework.

The 3 Essential Skills that the **Architecture Creative Brief** is aligned with are:



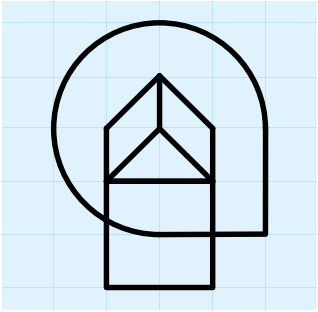
Please click each Skills icons above to view the individual Skills Builder overview video for that particular skill.

Essential Skills: Skills Pairs and Definitions



Communication:	 LISTENING)))	<i>The receiving, retaining and processing of information or ideas</i>	 SPEAKING)))	<i>The oral transmission of information or ideas</i>
Creative Problem Solving:	 PROBLEM SOLVING)))	<i>The ability to find a solution to a situation or challenge</i>	 CREATIVITY)))	<i>The use of imagination and the generation of new ideas</i>
Self Management:	 STAYING POSITIVE)))	<i>The ability to use tactics and strategies to overcome setbacks and achieve goals</i>	 AIMING HIGH)))	<i>The ability to set clear, tangible goals and devise a robust route to achieving them</i>
Collaboration:	 LEADERSHIP)))	<i>Supporting, encouraging and developing others to achieve a shared goal</i>	 TEAMWORK)))	<i>Working cooperatively with others towards achieving a shared goal</i>

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Aiming High Skill Example:

The reason why 'Aiming High' has been set as an Essential Skill across all of the Creative Briefs, is that we would like to see the students and teachers alike, setting this skill as a milestone from the start of the project.

Teachers should encourage students to think of multiple ideas, before settling on their strongest response to the Creative Brief, rather than picking the first idea that comes to them and running with it.

Aiming High is the ability to set clear, tangible goals and devise a robust route to achieving them.

Aiming High

The ability to set clear, tangible goals and devise a robust route to achieving them



Understanding levels of challenge

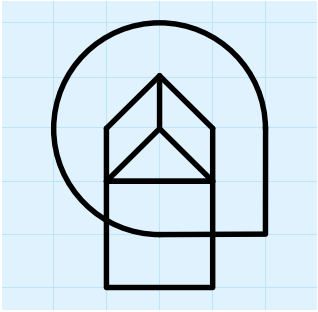
Working hard

Setting goals

Creating plans

Developing long-term strategies

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Aiming High Skill Example:

Here is a breakdown of the first nine steps included in the **Essential Skill – Aiming High**.

A similar breakdown of the other 7 Essential Skills can be found on the [Skills Builder website](#).

Step	Statement	
Step 0	I know when I am finding something too difficult	Getting Started: Know when I'm finding something difficult and what doing well looks like for me.
Step 1	I know what doing well looks like for me	
Step 2	I work with care and attention to detail	Intermediate: Work with care, pride and a positive approach to challenges.
Step 3	I work with pride when I am being successful	
Step 4	I work with a positive approach to new challenges	
Step 5	I set goals for myself	Advanced: Set goals for myself and work towards achieving them.
Step 6	I set goals informed by an understanding of what is needed	
Step 7	I set goals, ordering and prioritise tasks to achieve them	
Step 8	I set goals and secure the right resources to achieve them	
Step 9	I set goals and plan to involve others in the best way	

Across all of the Essential Skills, depending on the year group that is participating in this project, we would expect your students to be demonstrating the steps that are grouped 'Getting Started', 'Intermediate' and 'Advanced', over the course of the 8 weeks.

If you require further guidance on the breakdown of each step, click 'BUILD IT' next to the relevant step, on the [Skills Builder website](#). They provide lots of questions to help you unpick how a student is developing their skills and also short explanatory videos.

Step 4
I work with a positive approach to new challenges
BUILD IT >

Here you will find further resources to help you, including building blocks, reflection questions and more.

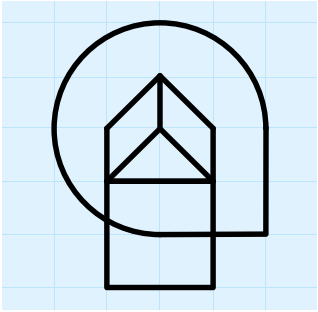
Building blocks

The building blocks of this step are learning:

- Why new challenges are a good opportunity
- How to find opportunities for stretch

Reflection questions

- Why is it important to be willing to take on new challenges?
- What would happen if we avoided new challenges?
- Can you give any examples of when you have learnt from a new challenge?
- How can you find challenges that work for you?
- What does it mean to work in your stretch zone?



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Suggested Project Timeline:

In weeks 1, 4 & 8 we ask you to log the students' progress with the 3 Essential Skills identified with this Creative Brief, on the Skills Builder Hub.

We have given prompts below based on where we think the students would be at this stage, at a minimum, but please benchmark your students appropriately based on their age and capabilities. Benchmarking and logging your students' progress will allow you and us to measure the success criteria of the Creative Brief project.

To support you in benchmarking your students, please use the resources available to you on the Skills Builder website and hub.

WEEK 1

School: Creative Brief film & Live Q&A with brief setter.

Homework: Consider where in the world you would like your building to be located. This could be anywhere you like. On a hot sunny desert island, high up in the mountains, floating in the ocean or a city location. You can use Google Earth or Maps to investigate possible site locations. Use screen grabs to take images of your preferred site and make a list of reasons why you have chosen that site – climate/ views/access to the sea or beach/quiet etc.

Essential Skills

Aiming High – We hope your students would be demonstrating Step 1 at this stage.

Listening – We hope your students would be demonstrating Step 1 at this stage.

Problem Solving – We hope your students would be demonstrating Step 0 at this stage.

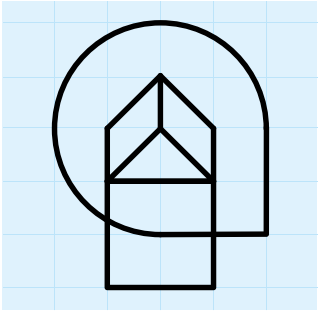
Record the base-line Skill level of your class on the Skills Builder Hub.

WEEK 2

School: Start to consider where you might want to place the building on the site and why. This is called 'site analysis' and allows you to consider the benefits of and maybe the constraints of the site. Identify design considerations, such as orientation relative to the sun and views: e.g. early morning sunshine from the east is nice to wake up to or at breakfast, or catch the evening sun for dinner or barbecues to the west. Where is the building best located to benefit from views?

This can be carried out in diagrammatic form at this stage and does not need to be too detailed in terms of how the building is arranged. However, you can start to think about where some of the primary spaces might be positioned, relative to the site, so that there is some logic and reasoning in this early stage to help inform the more detailed design moving forward and carry out 'site analysis' and feasibility studies to inform, shape and position the proposals.

Homework: It may be useful to prepare an ideas board and research the types of buildings which interest you or some of the ideas in these designs which may inspire your proposals. You can prepare an ideas board using various resources such as Pinterest, online searches, cuttings from magazines or actual photos you have taken from buildings you have visited. Have a look at Grand Designs or Instagram and YouTube for inspiration. Try not to just copy the ideas but instead use them as precedents in alternative ways to inform your design and create a unique design proposal.



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Suggested Project Timeline:

WEEK 3

School: Consider how some of the ideas you have formulated and sourced in your ideas board may actually be incorporated to influence your design. How could these ideas or variations of these work on your chosen site? Sometimes it is useful to have an overall idea or a few 'bigger picture' concepts which you can try to capture in an early concept design sketch or model. Again these can be quick sketch ideas and not polished finished pieces at this stage. These can then be used or referenced as the design develops in the following weeks.

Homework: Pull together your concept and ideas board so that you can clearly illustrate and portray how your ideas might influence your building design and why the site was chosen. Prepare to present to brief setters next week.

WEEK 4

School: Live check in with the brief setter. 2-3 students will be chosen by the teacher to present their ideas and receive feedback from the professional and their peers.

Homework: Develop your ideas further in response to any feedback and try to fix the design idea. Start to look at the floor plans of the building and how the various spaces required in the brief may sit in relation to one another. You might consider how spaces are inter-related in your own home and how they could be best improved/re-designed when considering the plan layout of your new building proposals. Don't just opt for the normal arrangement – try and think outside the box and consider alternatives. Talking of boxes – not all rooms and spaces need to be square or rectangular! - consider how

use of free-flowing shapes might be appropriate in providing additional functional use, such as easing circulation or creating useable space, whilst providing a sense of movement, dynamism and excitement when experiencing the building. Try to think about the relationship of the spaces, and how they can be used, and how they support the idea(s) of your new design.

Think about how private and more public areas of the proposals may be located and on which floors the various elements of accommodation should be located - is it multi-storey or just on one level? Consider which spaces need external access. Consider which of the spaces are most logically placed near to, above, or part of, other spaces to maximise use and flexibility.

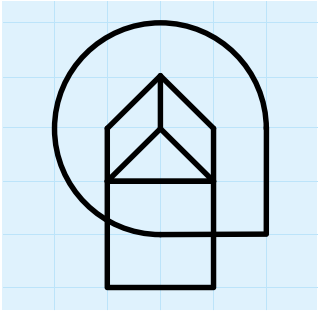
Essential Skills

Aiming High – We hope your students would be demonstrating Step 3 at this stage.

Listening – We hope your students would be demonstrating Step 3 at this stage.

Problem Solving – We hope your students would be demonstrating Step 3 at this stage.

Record the Skill Level you're observing at Week 4 on the Skills Builder Hub.



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Suggested Project Timeline:

WEEK 5

School & Homework: A digital portfolio of creative careers in the industry sub-sectors has been provided. Students are to review the digital portfolio of creative careers in the industry sub-sector. The class can all jointly look into one creative sub-sector or the students can do individual research into their chosen creative sub-sector.

WEEK 6

School: Students feedback to teacher/s the creative careers they have researched.

Homework: Continue to develop the plans for the building whilst considering how the building may look externally. The plans and elevations are integrally related; wherever you place a window or a door in the external wall plans it will become a feature on the elevation of the building. Think about the composition of these feature and how they impact upon the overall appearance of the building. If you don't like the way the elevations are developing, see if there are better places for the windows and doors to be placed which work both in plan and elevation.

Think about what the building might be made of: how will the materials you chose affect the appearance of the building? How is the building seen from the outside? Is it a statement piece of architecture or something which sits back into the landscape and surroundings leaving the interior as the showcase? Is it made from materials found on the site or does it utilise contrasting finishes to break up the elevations and provide texture? Consider the use of materials to illustrate what finishes you propose incorporating in the

building design: consider colour and texture. These finishes could be portrayed on your model or on mood and finishes boards.

Through the use of sketches/photo montage/CAD or Sketch Up programmes or a physical model you will need to create a series of drawings which will clearly reflect your concept design and embody the creativity of your proposals.

WEEK 7

School & Homework: Work on the content for the final presentation.

WEEK 8

School: Students will present their final response to Creative Brief to peers and the brief setter. A select group of 4-6 students will be chosen by the teacher to present in order to get feedback from the brief setter and their peers.

Essential Skills

Aiming High – We hope your students would be demonstrating Step 4 at this stage.

Listening – We hope your students would be demonstrating Step 4 at this stage.

Problem Solving – We hope your students would be demonstrating Step 4 at this stage.

Record the Skill Level you're observing at Week 8 on the Skills Builder Hub.